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Response from School of Arts and Enterprise



TO: California Department of Education
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FROM: Jon Gundry
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DATE: June 1st, 2020

Subject: Annual Academic Update to the State Board of Education

1. Identify how you have or will address improving performance schoolwide and for how the low-student groups (specifically, any area that is red on the California Dashboard) will be addressed.

Focus on Literacy

The SAE will continue to implement schoolwide practices to support literacy and CCSS (common core state standards). All teachers use a reading strategy of annotating the text. We have adopted a common marking system for teaching and using annotation. In addition, all teachers are expected to reinforce academic vocabulary with word walls and classroom discussions and activities where students are expected to utilize academic language. Finally, to support writing even further, during the Fall of 2018, The SAE adopted the C.E.R (Claim, Evidence and Reasoning) writing method. This schoolwide writing method includes teacher training and student modeling with scaffolded instruction among all content areas. C.E.R. requires students to build upon their argumentative writing skills by developing a claim that is supported with evidence and explained/evaluated to form their final reasoning. The use of C.E.R. has developed students writing skills, while organizing students' thoughts which has resulted in deeper analytical thinking.

SAE : Academic Support Class & Houses

The Academic Support Classes provide individual student academic support. Students will receive additional academic support that is targeted in areas of need. Teachers will use NWEA scores and state wide testing to organize student learning and instruction. SAE teachers act as liaisons between students and others faculty and between parents/legal guardians to share academic progress.

The specialized structure of The School of Arts and Enterprise as a project-based school consequently places each student in a "House" class that is at the core of The SAE philosophy. Students travel to each

core academic class in their respective “houses,” creating both a sense of community and competition. This sense of community and competition creates a strong bond among the students and faculty. Likewise, each core academic class integrates the project components into their respective curriculum, guaranteeing an unparalleled depth of study as well as delineating a specific 4-year course of study for each student.

An 8-period, rotating block schedule assures maximum flexibility for both student and faculty allowing for full student access to all academic core and arts core classes offered by The SAE. This unique school day allows full access for all students to the breadth of courses offered by The SAE as well as challenging the student to extend themselves beyond average expectations.

Serving English Learners

A significant number of The SAE students live in homes where English is not the primary language. Currently, nearly 40% of SAE students are English Learners. Our faculty is dedicated to providing EL students with an exceptional education, with the aim of transitioning them to English proficiency as soon as possible. We also recognize the importance of valuing students’ native languages and cultures, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum.

SAE teachers will utilize the ELD Standards. These standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills, and abilities of those Common Core State Standards that are critical in order for ELs to simultaneously be successful in school while they are developing English. SAE teachers will receive professional development focused on the ELD Standards to ensure EL students are receiving the support they need in class. SAE teachers will recognize and appreciate the particular needs of EL students and will continually evaluate the educational program with those needs in mind.

Enrichment opportunities for EL students will be offered at a variety of times outside of the traditional school day. Student progress will be monitored by teachers and qualified staff. Multiple qualitative and quantitative assessments will be used to monitor student progress and mastery of the curriculum. Additional assistance and interventions will be offered to EL students when necessary.

Student Study Team

The SAE will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Study Team (“SST”) process to develop a plan to address their individual needs.

The SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. It clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. The

Plan for Students Who are Academically Low-Achieving

To meet our goals for ensuring equal access to academically low-achieving students and students underrepresented in college admissions, The SAE is committed to the following:

- Enroll all students in a rigorous academic program that prepares them for success in post-secondary education, career and adult life without the need for remediation.
- Provide a curriculum that values diversity and provides greater cultural contexts so students make valuable learning connections between course content and real-life experiences.
- Require parent/guardian conferences for students who drop below a C average.
- Expand on-site vocational and California Technical Education (“CTE”) to engage students who need alternatives to achieve success and demonstrate proficiency in state curricular content standards; build industry and community partnerships to assist in developing these programs.
- Provide for flexible scheduling that targets interventions without taking away opportunities for all students to access the core curriculum
- Increase the number of available intervention programs in the 6th through 9th grades in order to lower the number of students repeating classes during the junior and senior year
- Increase the number of underrepresented students taking upper level mathematics and science courses.
- Provide students in grades 9-12 immediate intervention if performing below a 2.0 or students who need extra assistance in completing A-G courses requirements. the CAHSEE (pending).
- Provide on-going professional development that helps teachers understand the needs of diverse learners, and empower departments to address these concerns. (Attached as Appendix I, please find The SAE’s Professional Development Plan.)
- Assign students in grades 6-8 will be after-school intervention classes, including but not limited to content specific tutoring and tier 2 ENCORE academic support as necessary until they meet academic outcomes for the grade-level. This will help assure readiness for the high school curriculum.
- Determine the appropriate SST support for students based on each one’s GPA and academic need. Accommodations will be made in the general education setting with parent input and support. Students who show academic success will be transitioned out of Tier 3 support into a Tier 2 or 1 support. In order to fully understand the RTI (response to intervention) we had customized each tier to best fit the needs of our student population.

2. State how the SAE will address the decline in mathematics in the coming school year.

Data from 2019-2020 Interim benchmarks and state mathematics assessments will be compared with data from 2018-2019. A student and teacher survey will be used as an additional tool to measure the effectiveness of push-in supports compared to pull-out support classes that are designed to improve math scores. Pull out support will be organized by the intervention specialist and aligned with our after-school ENCORE program.

In addition, teachers will be using regular professional growth workshops designed to train teachers on using data to drive curriculum and instruction. NWEA (Northwestern Evaluation Association) is The SAE’s current data system that measures academic progress and monitors student growth over time. The math department chair and teachers have been trained in NWEA to create benchmark tests and reports on benchmark data, IAB’s (Interim Assessment Blocks), IAC’s (Interim Comprehensive Assessments) and other assessments. Teachers will be responsible for using NWEA data, including the creation and administration of benchmark assessments, analyzing data by subgroups, and designing strategies to drive math instruction.

Response from School of Arts and Enterprise

The School of Arts and Enterprise

Academic Memo

2020-2021

1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

The SAE has engaged in 100% synchronous learning during Distance Learning. The schedule allows for daily instruction through Zoom and Google Meets platforms and the instructional minutes are calculated through this. The instructional minutes go beyond the state minimum of 240 a day for grade, this helps to mitigate learning loss from the Spring of 2020.

The School of Arts and Enterprise increased student access to curriculum and instruction from the Spring 2020 semester. The schedule of learning created daily, synchronous teaching from credentialed teachers in each subject. Students have been given access to the entirety of the Google Suite to reach resources from their teachers and the school community.

The SAE's current distance learning model through synchronous online classes was developed to address engagement concerns expressed during the asynchronous model implemented the previous school year. Guidance on breaks from screen time by both students and teachers has been developed to address concerns of screen fatigue and burnout. Chromebooks, headphones, and internet hotspots are provided to address connectivity concerns.

The School of Arts and Enterprise will offer classroom-based support for students experiencing acute danger, are EL classified, or receive SPED services, per the LA County Department of Health guidelines as of September 14th. The SAE will continuously monitor guidelines on allowing students on campus to mitigate learning loss from the Spring of 2020. Also, more tutoring and support times have been added into the Distance Learning schedule along with daily synchronous teacher interactions with students. These modifications have allowed more guided exposure to learning.

Students are able to go to The SAE campus to pick up non-digital resources and curricula as needed.

2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.

Over 450 devices have been given to students including Chromebooks and hotspots. Students will have these devices as long as Distance Learning continues. They also have access to technical support that will assist with difficulties they have in using the devices.

The School of Arts and Enterprise (SAE) distributed laptop computers to all students who needed the devices, sometimes for multiple students in one family. As of September 2, 2020, over 450 devices, including internet hotspots, have been distributed to students of The SAE.

Students are able to go to The SAE campus to pick up non-digital resources and curricula as needed. Our staff schedules have been modified to accommodate facilities needs while keeping employees safe from exposure to COVID-19.

3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter's demographics and grade levels served.

Teachers engaged in digital Project-Based Learning training from PBL Works as well as Google for Educators Training from a Google Certified Educator. Ongoing professional development will consider distance needs of teachers and staff, as well as equity and culture-based training.

Office staff has increased their responsibility of reaching out to families and our intervention and counseling staff has increased this as well. The Facilities and Maintenance Staff has focused on daily sanitization of campus facilities, per CDC guidelines.

Students with Unique Needs have been identified using CalPads and student cumulative files and will receive additional outreach from the counselors, Intervention Specialist, SPED Department, and Office Staff. When needs are determined, resources will be recommended and/or allocated.

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2020-2021

The SAE has engaged in daily, synchronous learning for students that goes beyond the state minimums for instructional minutes. In addition, teachers have additional time during the week for office hours, planning, and tutoring. English Learners have a dedicated teacher with classes for their support.

An additional paraprofessional position has been created for additional support for students with disabilities. Limited onsite supports are available for English learners, students with an IEP, and other high-needs or at-risk students. Additional monitoring of attendance and participation is being conducted by SAE staff. Additional wellness checks are being conducted by counselors.

The School of Arts and Enterprise will offer classroom-based support for students experiencing acute danger, are EL classified, or receive SPED services, per the LA County Department of Health guidelines as of September 14th. The SAE will continuously monitor guidelines on allowing students on campus to mitigate learning loss from the Spring of 2020. Also, more tutoring and support times have been added into the Distance Learning schedule along with daily synchronous teacher interactions with students. These modifications have allowed more guided exposure to learning.

Math and ELA growth will primarily be measured through NWEA testing and CAASPP Interim Assessments. Frequent parent surveys will be also conducted throughout the school year.

4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.

The school community has also been impacted in the realm of social-emotional needs. The SAE employs 2 counselors who have been focused on SEL during this time, and our staff has provided resources for families including but not limited to” community mental health services, food and supply drives, and one-to-one video conferences for academic support.

Overall, the surrounding community has struggled with closed or modified businesses in a declining real estate economy. Many students’ families rent and there are eviction, employment, and housing challenges they have faced. The SAE is responding to all of this by ensuring that students are supported with academic and SEL resources that will encourage them away from dropping out, rather, proving the need of consistent schooling.

Students have credentialed counselors who offer support for mental health need and can provide resources for mental health assistance to them and their family as needed.

Professional development topics will include support for students dealing with challenges from COVID isolation as well as civil unrest.

Several office staff have been reassigned to communicate with families of students not participating in distance learning. Phone calls in a family’s home language are made daily to all absent students. When engagement is not successful by phone, SAE staff utilize various alternative means of communication including emergency contacts, email, text, verified social media messaging, and certified postal mail.

Staff are able to engage with the school’s insurance carrier for mental health assistance.

For students identified as present but not engaging in instruction, academic counselors, socioemotional counselors, and paraprofessionals contact parents and create action plans for student support.

The school community has also been impacted in food resources. We have continued daily “grab and go” meal services to combat hunger for our student community.

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Academic Memo

2020-2021

5. A description of how the charter school will address the anticipated apportionment deferrals.

- The SAE plans to apply for the deferral waivers. If denied a waiver, we anticipate having enough cash to get through deferral.
- If necessary, The SAE has the following options:
 - Utilize our line of credit.
 - Participate in one of the RAN note programs
 - Sell future receivables.
 - Other borrowing that the school can procure